August 1, 2000

Dear :

This letter is intended to inform you that your fiscal year 1999-00 annual evaluation for increased allowable growth programs and support services for serving dropouts and potential dropouts under 257.38-41 Iowa Code has been approved for an extension to , by the Department of Education.

The Department of Education compliments the district for pursuing education excellence through services for all students. The local board, administration, and staff deserve congratulations and we look forward to facilitating your efforts.

Respectfully,

Raymond E. Morley

Dr. Raymond E. Morley
Consultant
Bureau of Instructional Services

REM/mhe

Page 2
State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Instructional Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

2000-01 ANNUAL EVALUATION
PROGRAMS AND SUPPORT SERVICES
FOR DROPOUT AND DROPOUT PREVENTION
INCLUDING STUDENTS AT-RISK

This evaluation form has two distinct parts. Part 1 for Dropout Prevention Activities including students at-risk and Part 2 for Separate Schools for Dropouts. Part 1 should be completed by districts implementing Dropout Prevention Activities including those activities serving both potential dropouts (including students at-risk) and returning dropouts. Districts operating separate schools for returning dropouts should complete Part 2. Districts operating both (Dropout Prevention Activities and Separate Schools) should complete both parts. Schools with multiple programs/schools can compile one comprehensive evaluation or submit separate evaluations for each program/school. Comprehensive evaluations should break out data indicating progress experienced in different programs/services identified within Part 1 and 2.

PART 1
DROPOUT PREVENTION ACTIVITIES
INCLUDING STUDENTS AT-RISK

SECTION I (PROGRAMS)

School: _____   Date: _____

Completed By: _____   Title: _____

1. Were all the objectives as stated in your original application for Dropout Prevention carried out? **Check appropriate response.**

OBJECTIVES FOR:

	YES	NO
a. Personal and Social Development	❑	❑
b. Career and Vocational Development	❑	❑
c. Staff Development	❑	❑
d. Academic Program	❑	❑

Identify problems encountered (additional space on back of form): _____

2. Were all the support services as stated in the original application for Dropout Prevention implemented?

	YES	NO
a. Orientation	❑	❑
b. Vocational Assessment	❑	❑
c. Counseling	❑	❑
d. Work Placement	❑	❑
e. Follow Up	❑	❑
f. Remedial, Tutorial or Supplemental Instruction	❑	❑
g. Transportation	❑	❑
h. Family Services	❑	❑

Recommendations for improvement (additional space on back of form): _____

(1) Objectives (Problems encountered): _____

_____

____

_____

_____

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(2) Support Services (Recommendations for improvement): _____

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_____

3. Were Personal Education Plans developed for each returning dropout and potential dropout?

                                                                                      YES   NO
      ❑   ❑

    Problems encountered (additional space on back of form): _____

_____

_____

4. Were evaluation procedures carried out?

                                                                                          YES   NO

    a. Monitoring of Progress of Planned Activity   ❑   ❑

    b. Monitoring of Student Impact: ❑   ❑

        Affective   ❑   ❑

        Cognitive   ❑   ❑

Problems encountered (additional space on back of form): _____

_____

_____

_____

5. Was inservice in dropout prevention provided for all district staff?   YES   NO
    (Includes all district employees)   ❑   ❑

6. Was a Local Advisory Council formed and utilized?   YES   NO
                                                      ❑   ❑

    (a) Problems encountered with inservice for all staff or Advisory Council (additional space on back of form):

_____

_____

_____

_____

    (b) Identify specific examples of staff development provided and accomplishments of Advisory Committee

    (additional space on back of form): _____

_____

_____

_____

(3) Problems encountered in providing personal education plans: _____

_____

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_____

(4) Evaluation (Problems encountered): _____

_____

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(5) (6) Problems encountered in staff development and/or Advisory Council: _____

_____

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_____

_____

_____

_____

_____

(5) (6) Examples of staff development and accomplishments of Advisory Council: _____

_____

_____

_____

_____

_____

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PART 1
SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of **returning dropouts** served in dropout prevention program during school year 2000-01:
   Total _____ (K-5 or like age level _____ Grades 6-8 or like age level _____
   Grades 9-12 or like age level _____)

2. Number of **dropouts not served** in program but needing services:
   Total _____ (K-5 or like age level _____ Grades 6-8 or like age level _____ Grades 9-12 or
   like age level _____)
   Note: the total dropout population ages 16 to 21 for the district should be considered in reporting for 1 and 2 above.

3. Number of **at-risk/potential dropouts** served in dropout prevention program during school year 2000-01:
   Total _____ (K-5 or like age level _____ Grades 6-8 or like age level _____ Grades 9-12 or
   like age level _____)

4. Number of **at-risk/potential dropouts not served** in program but needing services:
   Total _____ (K-5 or like age level _____ Grades 6-8 or like age level _____ Grades 9-12 or
   like age level _____)

5. Amount of dollars spent on dropout prevention: (Including increased allowable growth and local funds.) $ _____ .

6. Actual cost per pupil in dropout prevention program for school year 2000-01: $ _____ .
   (Total cost of Dropout Prevention Program ÷ Number of students served = Per Pupil Cost)

7. Dropout Rate: Give annual percentage rate now compared to 2 years ago. Determine this by dividing dropouts by total
   number of students from the same grade levels.

   (Example: Total dropouts grades 9-12 ÷ Total students grades 9-12.)

   _____ **%** Dropout Rate Now   _____ **%** Dropout Rate 2 Years Ago

8. Post-Secondary Training: Give percentage of students served via this program that have graduated with a plan to go on to
   post-secondary training... _____ **%** (Example: Number with post-secondary plan divided by total number graduated via
   this program.)

9. Attendance

Elementary	Middle	High	**Based on target group only (those in prevention program):**
_____ %	_____ %	_____ %	Percent of students of the total initial target group needing to improve attendance
_____ %	_____ %	_____ %	Percent of students of the total initial target group **not** needing to improve attendance
_____ %	_____ %	_____ %	Percent of students needing to improve attendance, who demonstrated improved attendance

10. Academic achievement of those involved in the dropout prevention program at the elementary (K-5), middle (6-8), and high
    school (9-12) level — Achievement can be indicated by providing performance information on any **one or combination of**
    the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement
    tests. (Definitions provided below and in Appendix E.)

Achievement of Students in the Dropout Prevention Program

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement			Percentage of Students Showing Maintenance			Percentage of Students Showing Improvement		
(See Definitions Below)	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
Number of Credits Earned									
Objectives Achieved									
Grades									
Grade Point Average									
Formal Achievement Tests									
Other									

Number of Credits Earned: Programs that monitor academic student progress by credits earned are expected to indicate progress by assessing percentages of students who are: (1) Participating but not earning credits (Needing Improvement); (2) Earning credits (Showing Maintenance); (3) Earning credits at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

Objectives Achieved: Programs that monitor academic student progress by objectives accomplished or achieved are expected to indicate progress by assessing percentages of students who are: (1) Participating but not accomplishing their objectives (Needs Improvement); (2) Accomplishing their objectives (Showing Maintenance); (3) Accomplishing their objectives at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

Grades: Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of **A**, **B**, **C**, **D**, or **F** based on a mathematical calculation of one sort or another; or, **P**=Pass, **F**=Fail, **S**=Satisfactory, **U**=Unsatisfactory, or **N**=Needs Improvement. Regardless of the system you use, you are expected to be able to identify the percentage of students that: (1) Grades are declining/getting worse (needs improvement); (2) Grades are being maintained/no change (showing maintenance); (3) Grades are getting better/positive change (showing improvement).

Grade Point Averages (GPA): GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The scale used determines the points assigned. A five-point scale can result in 5 points assigned to the letter **"A"** (top grade) and 1 point to the letter **"F"** (lowest grade). You are expected to report the percentage of students with: (1) Negative gains (Needing Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement).

Formal Achievement Tests: Tests that are normed on a national sample and published for use in the general monitoring of students' progress. Functional grade levels and percentiles normally report scores. You are expected to report the percentage of students with (1) Negative gains (Needs Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement — at .1 or better).

NOTES: **Portfolios**: While portfolio assessment basically includes student work samples, it should include information that will provide for the reporting of student achievement through one of the techniques identified above. If at least one of these techniques does not accommodate your assessment system, please notify this office.

General Comment: Student assessment should largely be based on individual performance versus comparisons to other students in the same classroom or school.

11. Personal/Social Development--Identify improvements or maintenance of personal/social behavior of target groups at the elementary (K-5), middle (6-8) and high school (9-12) level. You may choose to complete the evaluation in one of four ways: a) Establishing a composite rating for students utilizing all staff involved in the prevention program; b) Indicating a rating based on one or several staff rating different behaviors; c) Establishing a composite rating as completed by students; or, d) Establishing a composite of staff and students. (See Appendix F for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

	Elem.	Middle	High
a) Staff Composite	❑	❑	❑
b) One Staff/Several Staff Rating Different Behaviors	❑	❑	❑
c) Student Composite	❑	❑	❑
d) Staff and Student Composite	❑	❑	❑

Productive Personal/ Social Behaviors	Percent of Students Displaying Adequate Behaviors At Outset of Program			Percent of Students Needing Improvement At Outset of Program			Percent of Students Displaying Marked Improvement in School Year 2000-01		
	Elem.	**Middle**	**High**	**Elem.**	**Middle**	**High**	**Elem.**	**Middle**	**High**
Listening Skills									
Following Directions									
Responding to Criticism Positively									
Completion of Assigned Tasks									
Showing Initiative/ Volunteering									
Asking for Help									
Cooperating/Getting Along									
Personal Hygiene/ Cleanliness									
Accepting Limits/Rules									
Goal Setting									
Decision Making									
Being Patient/Waiting									
Working for Quality Performance									

Should Total 100% of Target Group (heading above the first two "Percent of Students" columns)

12. Career development of students enrolled in dropout prevention program/activities (Elementary school — Grade 12): Complete only those columns that apply.

   Career development is the process of developing awareness of career areas and self (K-6); exploring careers and self through classroom and community-based activities (middle school — high school); and, preparing for careers through courses, preparatory programs, and actual experiences (high school 9-12). Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development

Percentage of Students That Have Completed Activities			Career Development Activities
Elementary	**Middle**	**High**	
_____ %	_____ %	_____ %	Awareness of careers
_____ %	_____ %	_____ %	Interest inventories or other activities to determine interests in career areas
_____ %	_____ %	_____ %	Self awareness activities to determine personal abilities/strengths
_____ %	_____ %	_____ %	Activities to improve work habits and behaviors (Includes volunteerism projects, work experience and exploration, classroom chores, etc.)
_____ %	_____ %	_____ %	Activities to establish goals/priorities/plans (Includes resume writing, financial planning, health plans, post-secondary career plans, personal improvement, etc.)
_____ %	_____ %	_____ %	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
_____ %	_____ %	_____ %	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
_____ %	_____ %	_____ %	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

13. Improved potential for productivity upon leaving school — Identify accomplishments that will contribute to productive post-school activity **for those graduating or leaving via choice**. It can be completed by staff or by students who are about to graduate or leave by choice. (See Appendix B for staff and student-based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Students Responses ❏   Staff Responses ❏

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments That Will Lead to Productive Post-School Activity
_____%	Identified a career interest
_____%	Developed a career plan for post high school training including how to finance the training, housing, meals and other necessary basic needs
_____%	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance
_____%	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature
_____%	Developed a personal resume and job seeking skills profile for job searching and interviewing
_____%	Completed a minimum of one community volunteerism project designed to help others
_____%	Identified social/recreation and other organizations and associations in the community or other communities and established contacts for future membership possibilities
_____%	Established a personal program of financial planning (checking, savings, and investments) through a local bank and/or other financial institutions in the community
_____%	Established a personal plan of health, physical fitness, and recreation for self-fulfillment

PART 1
DROPOUT PREVENTION ACTIVITIES

SECTION III (LOCAL ASSISTANCE)

* If completing both parts of evaluation, Sections III and IV can be combined to cover dropout prevention and separate schools.

1. Identify recommendations for improving **local capability** for implementing separate schools, programs, and support services for returning dropouts and potential dropouts. (Consider state and area person power via your LEA, roles, and responsibilities for AEAs and Area Colleges, economics, present policies of your LEA and state/federal standards.)

Recommendations for improving local school support:

—

PART 1
DROPOUT PREVENTION ACTIVITIES

SECTION IV (SUCCESS STORIES)

• If completing both parts of evaluation, Sections III and IV can be
combined to cover dropout prevention and separate schools.

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1. Identify significant impacts on students (community support, parent testimonials, special students, etc.). Attach formal studies and public relations materials (newspaper articles, radio spots, television programs, follow-up studies, etc.).

    Comments on Success Stories (in addition to attachments): _____

PART 2

(FOR SEPARATE ALTERNATIVE SCHOOLS ONLY)

SECTION I (PROGRAMS)

1.　Were all the objectives as stated in your original application for returning dropouts carried out? **Check appropriate response.**

OBJECTIVES FOR:

	YES	NO
a. Personal and Social Development	❏	❏
b. Career and Vocational Development	❏	❏
c. Staff Development	❏	❏
d. Academic Program	❏	❏

Identify problems encountered (additional space on back of form): _____

2.　Were all the support services as stated in the original application for returning dropouts implemented?

	YES	NO
a. Orientation	❏	❏
b. Vocational Assessment	❏	❏
c. Counseling	❏	❏
d. Work Placement	❏	❏
e. Follow Up	❏	❏
f. Remedial, Tutorial or Supplemental Instruction	❏	❏
g. Transportation	❏	❏
h. Family Services	❏	❏

Recommendations for improvement (additional space on back of form): _____

3.　Were Personal Education Plans developed for each returning dropout?

YES	NO
❏	❏

Problems encountered (additional space on back of form): _____

_____

_____

_____

_____

(1)   Objectives (Problems encountered): _____

    _____

    _____

    _____

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(2)   Support Services (Recommendations for improvement): _____

    _____

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    _____

    _____

(3)   Problems encountered in providing personal education plans: _____

    _____

    _____

    _____

    _____

4.   Were evaluation procedures carried out?

	YES	NO
a. Monitoring of Progress of Planned Activity	❏	❏
b. Monitoring of Student Impact:	❏	❏
Affective	❏	❏
Cognitive	❏	❏

Problems encountered (additional space on back of form): _____

5.   Was inservice in dropout prevention provided for all district staff?   YES   NO
(Includes all district employees)   ❏   ❏

6.   Was a Local Advisory Council formed and utilized?   YES   NO
                                                                                           ❏   ❏

      (a) Examples of staff development and accomplishments of Advisory Council:

      (b) Problems encountered with inservice or Advisory Council (additional space on back of form):

(4)   Evaluation (Problems encountered):

(5) (6)   Examples of staff development and accomplishments of Advisory Council:

(5) (6)   Problems encountered in staff development and/or Advisory Council:

PART 2

(FOR SEPARATE ALTERNATIVE SCHOOLS ONLY)

SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of **returning dropouts** served in dropout program during school year 200-01: _____

2. Number of **dropouts not served** in program but needing services:
   Total _____ (K-5 or like age level _____ Grades 6-8 or like age level _____
   Grades 9-12 or like age level _____)

Note: the total dropout population ages 16 to 21 for the district should be considered in reporting for 1 and 2 above.

3. Amount of dollars spent on separate school and returning dropouts: (Including increased allowable growth and local funds) **$** _____

4. Actual cost per pupil in separate school for school year 2000-01: **$**

✎ Total cost of Separate School ÷ Number of students served = Per Pupil Cost

5. Indicate number of teachers and students in the alternative school and the ratio:

   _____ **No.** Teachers ÷ _____ **No.** Pupils = _____ **Ratio**

5. Identify impacts of separate school:

   _____ **%** Percentage of total district dropouts served by separate school (reflect an actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school).

   _____ **%** Percentage of total district dropouts served via education programs (other than the separate school) within or outside the community. (Reflect an actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school.)

   _____ **%** Dropout rate of separate school (reflect an actual percentage for the past school year). This is determined by taking the total separate school enrollment for the school year divided into the number who leave before graduating and do not transition back into the traditional/regular school.

   _____ **%** Percentage of separate school graduates who go on for post-school training in community colleges or other institutions of higher learning. This is determined by taking the total separate school graduates over the past year divided into those graduates who enrolled in post-secondary schools.

_____ **%** Average daily attendance of separate school (reflect average over the past year).

6. Academic achievement of those involved in the separate school — Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (Definitions provided below and in Appendix E.)

Achievement of Students in the Separate School

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement			Percentage of Students Showing Maintenance			Percentage of Students Showing Improvement		
(See Definitions Below)	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
Number of Credits Earned									
Objectives Achieved									
Grades									
Grade Point Average									
Formal Achievement Tests									
Other									

Number of Credits Earned: Programs that monitor academic student progress by credits earned are expected to indicate progress by assessing percentages of students who are: (1) Participating but not earning credits (Needing Improvement); (2) Earning credits (Showing Maintenance); (3) Earning credits at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

Objectives Achieved: Programs that monitor academic student progress by objectives accomplished or achieved are expected to indicate progress by assessing percentages of students who are: (1) Participating but not accomplishing their objectives (Needs Improvement); (2) Accomplishing their objectives (Showing Maintenance); (3) Accomplishing their objectives at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

Grades: Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of **A**, **B**, **C**, **D**, or **F** based on a mathematical calculation of one sort or another; or, **P**=Pass, **F**=Fail, **S**=Satisfactory, **U**=Unsatisfactory, or **N**=Needs Improvement. Regardless of the system you use, you are expected to be able to identify the percentage of students that: (1) Grades are declining/getting worse (needs improvement); (2) Grades are being maintained/ no change (showing maintenance); (3) Grades are getting better/positive change (showing improvement).

Grade Point Averages (GPA): GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The scale used determines the points assigned. A five-point scale can result in 5 points assigned to the letter **"A"** (top grade) and 1 point to the letter **"F"** (lowest grade). You are expected to report the percentage of students with: (1) Negative gains (Needing Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement).

Formal Achievement Tests: Tests that are normed on a national sample and published for use in the general monitoring of students' progress. Functional grade levels and percentiles normally report scores. You are expected to report the percentage of students with (1) Negative gains (Needs Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement — at .1 or better).

NOTES: **Portfolios**: While portfolio assessment basically includes student work samples, it should include information that will provide for the reporting of student achievement through one of the techniques identified above. If at least one of these techniques does not accommodate your assessment system, please notify this office.

General Comment: Student assessment should largely be based on individual performance versus comparisons to other students in the same classroom or school.

7.   Personal/Social Development — Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of four ways: a) Establishing a composite rating for students utilizing all staff involved in the separate school; b) Indicating a rating based on one or several staff rating different behaviors; c) Establishing

a composite rating as completed by students; or, d) Establishing a composite of staff and students. (See Appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

	Elem.	Middle	High
a) Staff Composite	❏	❏	❏
b) One Staff/Several Staff Rating Different Behaviors	❏	❏	❏
c) Student Composite	❏	❏	❏
d) Staff and Student Composite	❏	❏	❏

	Should Total 100% of Target Group								
Productive Personal/ Social Behaviors	**Percent of Students Displaying Adequate Behaviors At Outset of Program**			**Percent of Students Needing Improvement At Outset of Program**			**Percent of Students Displaying Marked Improvement in School Year 2000-01**		
	Elem.	**Middle**	**High**	**Elem.**	**Middle**	**High**	**Elem.**	**Middle**	**High**
Listening Skills									
Following Directions									
Responding to Criticism Positively									
Completion of Assigned Tasks									
Showing Initiative/ Volunteering									
Asking for Help									
Cooperating/Getting Along									
Personal Hygiene/ Cleanliness									
Accepting Limits/Rules									
Goal Setting									
Decision Making									
Being Patient/Waiting									
Working for Quality Performance									

8. Career development of students enrolled in separate school:

Career development is the process of developing awareness of career areas and self; exploring careers and self through classroom and community-based activities; and, preparing for careers through courses, preparatory programs, and actual experiences. Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development			
Percentage of Students That Have Completed Activities			**Career Development Activities**
Grade Equivalent Students K-5	**Grade Equivalent Students 6-8**	**Grade Equivalent Students 9-12**	
____ %	____ %	____ %	Awareness of careers
____ %	____ %	____ %	Interest inventories or other activities to determine interests in career areas
____ %	____ %	____ %	Self awareness activities to determine personal abilities/strengths
____ %	____ %	____ %	Activities to improve work habits and behaviors (Includes volunteerism projects, work experience and exploration, classroom chores, etc.)
____ %	____ %	____ %	Activities to establish goals/priorities/plans (Includes resume writing, financial planning, health plans, post-secondary career plans, personal improvement, etc.)
____ %	____ %	____ %	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
____ %	____ %	____ %	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
____ %	____ %	____ %	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

9. Improved potential for productivity upon leaving school — Identify accomplishments that will contribute to productive post-school activity **for those graduating or leaving via choice.** It can be completed by staff or by students who are about to graduate. (See Appendix F for staff and student-based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Students Responses ❑   Staff Responses ❑

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments That Will Lead to Productive Post-School Activity
_____ %	Identified a career interest
_____ %	Developed a career plan for post high school training including how to finance the training, housing, meals and other necessary basic needs
_____ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance
_____ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature
_____ %	Developed a personal resume and job seeking skills profile for job searching and interviewing
_____ %	Completed a minimum of one community volunteerism project designed to help others
_____ %	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities
_____ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community
_____ %	Established a personal plan of health, physical fitness, and recreation for self fulfillment

PART 2

SECTION III (LOCAL ASSISTANCE)

> • If completing both parts of evaluation, Sections III and IV can be
> combined to cover dropout prevention and separate schools.

1. Identify recommendations for improving **local capability** for implementing separate schools, programs, and support services for returning dropouts and potential dropouts. (Consider state and area person power via your LEA, roles, and responsibilities for AEAs and Area Colleges, economics, present policies of your LEA, and state/federal standards.)

Recommendations for improving local school support:

PART 2

SECTION IV (SUCCESS STORIES)

• If completing both parts of evaluation, Section III and IV can be
combined to cover dropout prevention and separate schools.

---

1. Identify significant impacts on students (community support, parent testimonials, special students, etc.). Attach formal studies and public relations materials (newspaper articles, radio spots, television programs, follow-up studies, etc.).

    Comments on Success Stories (in addition to attachments): _____

APPENDIX E: DEFINITIONS

At-Risk   At-risk means any identified student who is at risk of not meeting the goals of the educational program established by the district using the **"State Guidelines for Serving At-Risk Students"** and as demonstrated by any one or combination of the following: functioning below chronological age in two or more developmental areas determined by an appropriate professional; having special circumstances such as foster care or being homeless; residing in a household where one or more of the parents or guardians have not completed high school or have been identified as a substance abuser or chronically mentally ill or illiterate, or is incarcerated or a child or spouse abuser; born to a parent who is under the age of 18; or born at biological risk such as low birth weight (under 1500 grams — approximately 3 pounds) or with a diagnosed medical disorder such as spina bifida or Down Syndrome.

State Guidelines for Serving At-Risk Students

STRATEGIES FOR IDENTIFICATION OF AT-RISK STUDENTS

The definition of at-risk students includes three distinct categories of students that should be considered by local practitioners. The three categories are identified in the chart below.

At-Risk Categories and Specific Criteria for Identification

Not Meeting Goals in Education Program	Not Completing High School	Not Becoming A Productive Worker
Low achievement scores; below the 30th percentile or two years or more behind	Pregnancy	No identified career interests
Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale)	Teen parent Dropout	Course selection is highly random, leading toward no specific post- school training or career choice
Poor attendance; missing one day per week	Culturally or geographically isolated; not able to interact with students of a different race or socio-economic background	No reasonable career plans upon graduation or beyond graduation
Suspended or expelled two or more times	No extracurricular involvement	No specific plan for post-high school training
Lack of friends	Substance use or abuse; unhealthy physical appearance	Low motivation to seek employment
Dislike for school; frequently mentions not belonging	Inability to adjust to transition steps in the education process (elementary to junior high/middle school, or junior high/middle school to high school)	Inability to keep employment; unacceptable work behavior
Sudden negative changes in classroom performance or social interaction		Unfamiliarity with and inability to use community service agencies
Poor organization of study habits; can't find homework, lacks necessary materials	Homeless	Low aptitude/skills for competitive work
Inability to pay fees, lunch tickets, transportation, materials, etc.	Frequently tardy	
Limited English proficiency	Transient (moves from school to school - within and outside the district frequently)	
Disabled and not succeeding as expected after being given support services by special education staff	Suicidal tendencies	
Difficulty meeting long-term goals	Negative peer influence (social crowd of dropouts, delinquents and/or poor achievers)	

Low motivation to complete assignments	Victim of overwhelming peer harassment	

The specific criteria for identification are examples of key factors that can be used to identify students who need additional help in grades K-12. The key factors overlap into each category of at-risk student. Therefore, the factors should be perceived as building upon each other. A student that is recognized as not becoming a productive worker could reflect characteristics listed in each of the other two categories. Likewise, students with failing grades may also display poor attendance and be unable to pay school fees. Conceivably, students could be classified from least to most at-risk based on the number of characteristics they display in order to prioritize limited services and resources.

Career potential is not specifically mentioned in the standard but is very much implied in the definition of at-risk student. Students at risk of not becoming productive workers need to be identified and given as much assistance as possible in career decision-making, course selection that will lead them somewhere, identification of career interests, post-secondary plans, financial assistance for training, and special assistance to upgrade aptitudes and skills for productive work.

The key factors listed in the chart can be determined at each level (elementary, junior high, senior high) from formal and informal procedures, assessments, and/or studies designed to predict and/or confirm student performance.

Strategies or procedures used for identification should account for students affected for short durations, such as those experiencing sudden trauma.

- Referral by teacher, family, counselor, support staff, peer, self, outside agency, or employer
- Testing (group and individual, formal and informal)
- Career assessment systems (aptitude, career interests, individual career planning, curriculum based assessments)
- Student assistance team models
- Centralized data analysis (achievement, ability to pay, low income, attendance, suspensions, grades, dropouts, homeless, follow-up, extracurricular involvement)
- Student response checklists
- Learning styles analysis and peer helper identification systems

Strategies for identification should include or be followed by a system to make recommendations for needed support and a system to carry out the recommendations. Such a system could include one or more of the following:

- One or more persons, such as a teacher assistance team, can be identified to receive data and coordinate support services or establish individual programs.
- Suggestions for support services can be made part of the referral strategy, and referrals would be forwarded to a coordinator of support services, or teachers and counselors would assume the support roles necessary.
- A centralized system can be established to automatically recommend support services, and a central coordinator would assign tasks to staff, students, agencies, support personnel, etc.

Student assistance teams can receive information and make or implement recommendations as needed. Each of the examples above, except the first, needs a person or persons within the district to oversee and coordinate support services for students. Persons given the responsibility must have the flexibility and time to coordinate across all staff and be closely linked with administration for resource development. Specific consideration could be given to creating a new position and/or assigning existing staff the responsibilities. In any case, serving at-risk students will remain a responsibility for each separate facility in a district. Therefore, special assignments within each facility will most likely be necessary.

The identification of at-risk students should be complemented by an analysis of existing district policies and practices to identify factors in management and teaching that contribute to the lack of student success. Examples include forcing all students to maintain full-class schedules regardless of ability; allowing a limited number of credits to transfer in for high school completion; not allowing students to switch to other teachers teaching the same courses when the student is failing; not allowing students to attend neighboring school districts on a tuition basis when failing; restricting all students to high school completion within the same time line (age 17-18); and significantly reducing student assistance programs such as tutoring and remedial help beyond the elementary program. An inventory to assist local districts in the analysis of policies and practices related to student failure and dropping out is available from the Office of Educational Services for Children, Families, and Communities, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146.

Department   Department means the State Department of Education.

Dropout   Dropout means a pupil who has been in membership in a school in any of grades seven through twelve at any time during the 12-month period from July 1 through the following June 30 who withdraws from such school for reasons other than death or transfers to another school.

Elementary   Students in grades K-5 or students of chronological age levels normally equated with students enrolled in grades K-5.

Formal Achievement Tests

Tests that are normed on a national sample and published for use in the general monitoring of students' progress. Functional grade levels and percentiles normally report scores. You are expected to report the percentage of students with:

1) Negative gains (Needs Improvement)
2) Maintenance — no positive gains and no negative gains (Showing Maintenance)
3) Positive gains (Showing Improvement — at .1 or better)

Grades   Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of **A**, **B**, **C**, **D**, or **F** based on a mathematical calculation of one sort or another; or, **P**=Pass, **F**=Fail, **S**=Satisfactory, **U**=Unsatisfactory, or **N**=Needs Improvement. Whatever system you use you are expected to be able to identify the percentage of students that:

1) Grades are declining/getting worse
2) Grades are being maintained/no change
3) Grades are getting better/positive change

Grade Point Averages (GPA)

GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The scale used determines the points assigned. A five-point scale can result in 5 points assigned to the letter **"A"** (Top Grade) and 1 point to the letter **"F"** (Lowest Grade). You are expected to report the percentage of students with:

1) Negative gains (Needs Improvement)
2) Maintenance — no positive gains and no negative gains (Showing Maintenance)
3) Positive gains (Showing Improvement)

High School   Students in grades 9-12 or students of chronological age levels normally equated with students enrolled in grades 9-12.

Middle School

Students in grades 6-8 or students of chronological age levels normally equated with students enrolled in grades 6-8.

Number of Credits Earned

Programs that monitor academic student progress by credits earned are expected to indicate progress by assessing percentages of students who are:

1) Participating but not earning credits (Needs Improvement)
2) Earning credits (Showing Maintenance)
3) Earning credits at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement)

Objectives Achieved

Programs that monitor academic student progress by objectives accomplished or achieved are expected to indicate progress by assessing percentages of students who are:

1) Participating but not accomplishing their objectives (Needs Improvement)
2) Accomplishing their objectives satisfactorily (Showing Maintenance)
3) Accomplishing their objectives at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement)

Other Educational Agencies

Other educational agencies mean all in-state as well as out-of-state public or private education agencies excluding public school districts.

Other Service Providers

Other service providers mean all public or private human service deliveries apart from education.

Outreach   Outreach means seeking out dropouts or youth that have quit attending and participating in school activities to provide advice and encouragement, and help organize needed services upon the approval of the person being contacted.

Potential Dropouts

Potential dropouts means at-risk students enrolled in kindergarten to grade twelve who are enrolled in a public or nonpublic school program who demonstrate poor school adjustment as indicated by characteristics identified in the definition of at-risk or by two or more of the following: high rate of absenteeism, truancy or frequent tardiness; no or limited extracurricular participation or lack of identification with school such as failing in one or more school subjects or grade levels, or not wanting to attend school; low achievement scores in reading or mathematics which reflect two years or more below grade level.

Portfolios   While portfolio assessment basically includes student work samples, it should include information that will provide for the reporting of student achievement through number of credits earned, objectives achieved, grades, grade point averages, formal achievement tests, or other means as indicated in this publication. If at least one of these techniques does not accommodate your assessment system, please notify Dr. Raymond E. Morley, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319; telephone (515) 281-7697.

Program   Program means an established alternative class or environment within or apart from the regular school designed to accommodate specific student educational needs such as work related training, reading, mathematics, science, communication, social skills, physical skills, employability skills, study skills, or life skills.

Promotions Within the System

Programs that monitor academic progress by promotions (grade levels or other benchmarks) are expected to indicate percentages of students who demonstrate:

1) Negative progress/not promoted (Needs Improvement)
2) Progress toward promotion/being promoted within the system (Showing Maintenance)
3) Being promoted at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement)

Regular School

Regular school means an established environment designed to provide a comprehensive education to the general populace and to which assignment of students is made more on the basis of geographical location than unique educational need.

Separate School

Separate school means an established environment apart from the regular school with policies and rules, educational objectives, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the goals established by the school district. Students attend via choice.

Support Service

Support service means activities designed to help students complete a comprehensive education program within the regular school or separate school such as tutoring; counseling and advising; housing; child care; medical assistance; transportation; and diagnostics.

Withdraw   To withdraw from school means to quit attending and participating in school activities and that a school official recognizes the withdrawal by recording the withdrawal date and reason for withdrawal.

APPENDIX F:

Staff and Student Evaluation Instruments
for Personal/Social and Career Development

The examples contained in Appendix F are contributions primarily from the Cedar Rapids, Mason City, and Council Bluffs School Districts.

From 1991-00, fifty-seven school districts participated in helping to devise and revise this evaluation strategy. Continued meetings on this matter will be held to improve the process in 2001.

Personal and Social Development
Student Questionnaire

Productive/Personal Social Behavior	Check behaviors you need to improve	Check behaviors you do not need to improve	Check behaviors you feel you made significant growth in this year
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative			
Participation			
Asking for Help			
Cooperation/ Getting Along			
Personal Hygiene			
Accepting Limits			
Goal Setting			
Decision Making			
Being Patient/Waiting			
Working for Quality Performance			

Student Productive Personal Social Behavior Rating Scale

Student Name:

Date:

Advisor:

Please Judge Your Advisee On These Personal/Social Behaviors.

Social Behaviors	Adequate Behavior	Needs Improvement	Displayed Marked Improvement
Listening Skills			
Following Directions			
Responding Well to Criticism			
Completion of Assigned Tasks			
Initiative/Sharing/ Volunteering			
Asking for Help			
Cooperative/ Getting Along			
Personal Appearance/ Cleanliness			
Accepting Limits/ Routines/Roles			
Goal Setting			
Problem Solving			
Being Patient/Waiting			

Working for Quality Performance			

Student's Name: _____

Date: _____

Career Education Teacher/Counselor: _____

✔ Please Check the Accomplishments of the Above Named Student

Yes	No	Identified a Career Interest
Yes	No	Developed a career plan for post high school training and how to finance training, housing, and meals.
Yes	No	Identified community services (at minimum, mental health, employment services, family planning, health care, human services, civil rights, and legal assistance) and established contacts or advocates for future communication and assistance.
Yes	No	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
Yes	No	Developed a personal resume and job seeking skills profile for job searching and interviewing.
Yes	No	Completed a minimum of one community volunteerism project designed to help others.
Yes	No	Identified social, recreation, and other organizations and associations in the community and established contacts for future membership possibilities.
Yes	No	Established a personal program of financial planning (checking, savings, and investments) through a local bank and/or other financial institutions in the community.
Yes	No	Established a personal plan of health, physical fitness, and recreation for self-fulfillment.

LIFE SKILLS
PRODUCTIVE PERSONAL AND SOCIAL BEHAVIORS
STUDENT QUESTIONNAIRE

Name: _____   **Advisor:** _____   **Date:** _____

Productive/Personal Social Behaviors	Check behaviors you already do very well	Check behaviors you already do adequately	Check behaviors you need to improve	Check behaviors you feel you made significant growth in this year
Listening Skills				
Following Directions				
Responding Well to Criticism				
Completion of Assigned Tasks				
Initiative/Sharing/ Volunteering				
Participation				
Asking for Help				
Cooperation/ Getting Along				
Appearance/ Personal Cleanliness				
Accepting Limits				
Goal Setting				
Problem Solving/ Decision Making				
Being Patient/ Waiting				
Working for Quality Performance				